

# **Required Staff Training**

***A Positive Approach to Leadership***

## **Volume 2 STUDENT GUIDE**

**CIVIL AIR PATROL**

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**CAPP 52-12    1 June 2002**



## **Required Staff Training: A Positive Approach to Leadership**

This pamphlet is part of the training materials required for all senior members and cadets who will serve on the staff of any of the following activities:

- National Cadet Special Activities
- Region Cadet Leadership Schools
- Cadet Encampments
- Other similar overnight cadet activities four nights in length or longer, or as specified by the wing commander.

The intent of the RST is for the training to be conducted in conjunction with the cadet activity, or during a staff training workshop held specifically for that cadet activity.

Reference: CAPR 52-16, *CAP Cadet Program Management*

### **Materials**

Required Staff Training materials include an *Instructor Guide* and *Student Guide*. Also, a CD contains PowerPoint® slides, and a video to be used during Part 1 (the video is also included on the VHS tape). Visit the Cadet Programs page and download these products for free at [www.capnhq.gov](http://www.capnhq.gov).



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Part 2: *Using ORM to Avoid the Hazing Trap*

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# Course Overview

Civil Air Patrol is committed to providing cadets with activities that are **challenging**, **rewarding**, and **free of abuse**. The Encampment Staff Training ensures that staff members – cadets and seniors alike – understand the concept of hazing and comprehend the principle that Operational Risk Management (ORM) can help reduce the risk of hazing at cadet activities.

## Lesson Objectives

### **Part 1: How to Avoid the Hazing Trap**

Cognitive Objective: Comprehend the concept of hazing

Samples of Behavior:

1. Paraphrase the concept of hazing
2. Differentiate between examples and non-examples of hazing
3. Give a new example of hazing

Affective Objective: Respond to how to avoid the hazing trap

Samples of Behavior:

1. Discuss how to avoid the hazing trap
2. Ask questions about how to avoid the hazing trap
3. Answer questions about how to avoid the hazing trap

### **Part 2: Using Operational Risk Management to Avoid the Hazing Trap**

Cognitive Objective: Comprehend the principle that ORM can help reduce the risk of hazing at cadet activities

Samples of Behavior:

1. Explain how ORM can be used to reduce the risk of hazing and other forms of abuse
2. Summarize the reasons why ORM should be used to reduce the risk of hazing at a cadet activity
3. Predict the effects related to abuse that ORM will have on cadet activities

Affective Objective: Respond positively to the principle that ORM can help reduce the risk of hazing at cadet activities

Samples of Behavior:

1. Answers questions about the principle that ORM can help reduce the risk of hazing at a cadet activity
2. Discusses reasons why cadet abuse can be prevented through ORM
3. Performs an ORM analysis of a cadet activity, as assigned in class

## Use of Examples

The instructor Guide and Student Guide contain various examples of ORM techniques. Those examples are offset from the instructional text and are printed in this font. Use the examples to illustrate how to apply the ORM process to your activity, or as a resource when you actually complete an ORM analysis of the abuse hazards for your activity.

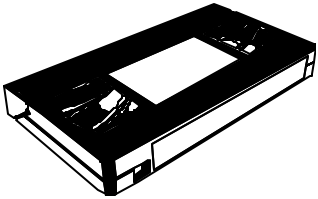
These examples are just that, *examples*. Use them to increase your understanding of ORM. There are many ways to keep activities free of abuse; the examples should not be regarded as the only way to comply with the Cadet Protection Policy.

# PART 1

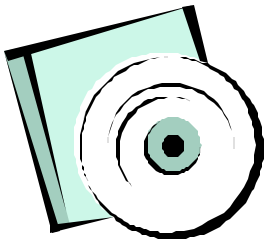
## How to Avoid the Hazing Trap

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### Conducting Part 1- “How to Avoid the Hazing Trap”



“Avoiding the Hazing Trap” is part 1 of the Required Staff Training and should be conducted using the VHS tape or CD-ROM accompanying these materials, or the lesson plan found in CAPP 52-12, Volume 1, Instructor Guide.



Pay close attention to the lecture on this video because you'll be asked to discuss hazing and decide if the video's portrayals are examples or non-examples of hazing. Also, you will need a solid understanding of the concept of hazing to complete the exercise in Part 2 of this course.

Most importantly, you need to understand hazing because as a leader of a cadet activity you have a responsibility to keep your cadets free from abuse.

### How to avoid the Hazing Trap Worksheet

*Make as many copies of pages 6 – 11 as needed for every student.*

#### REFERENCES:

*The American Heritage® Dictionary of the English Language*, Third Edition  
CAPR 52-10, *CAP Cadet Protection Policy*  
DoD Hazing Policy

#### COGNITIVE SAMPLES OF BEHAVIOR:

1. Paraphrase the concept of hazing.
2. Differentiate between examples and non-examples of hazing.
3. Give a new example of hazing.

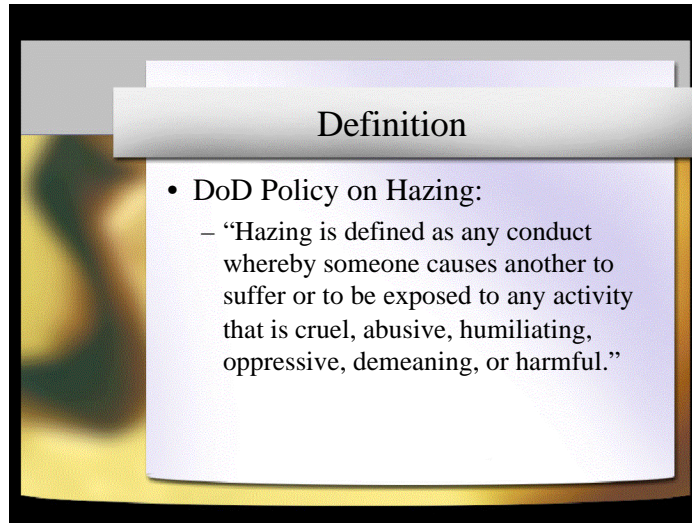
#### AFFECTIVE SAMPLES OF BEHAVIOR:

1. Discuss how to avoid the hazing trap.
2. Ask questions about how to avoid the hazing trap.
3. Answer questions about how to avoid the hazing trap.

### **Main Point 1: Definition**

The DoD Policy on Hazing:

“Hazing is defined as any conduct whereby someone causes another to \_\_\_\_\_ or to be \_\_\_\_\_ to any activity that is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.”



### **Main Point 2: Critical Attributes**

a. Someone causes another to suffer or be exposed [to hazing]

First, we need to specify that this conduct focuses on “\_\_\_\_\_ causing \_\_\_\_\_” harm. While there may be examples of self-hazing, our discussion will focus on the hazing that others impose.

Second, we need to define “suffer,” which, according to *The American Heritage® Dictionary* means:

\_\_\_\_\_.

Third, we need to define “exposed,” which, according to *The American Heritage® Dictionary* means:

\_\_\_\_\_.

Finally, when we put these terms together we are concerned with:

\_\_\_\_\_.

QUESTION: Why does it matter that we focus on the one who causes or permits other people to be subjected to a harmful influence?

**b.** Any activity that is [at least one of these elements]: Cruel, Abusive, Humiliating, Oppressive, Demeaning or Harmful.

According to *The American Heritage® Dictionary*, the definitions for these words include:

**Cruel** – To inflict \_\_\_\_\_.

Your example:

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**Abusive** – Physically \_\_\_\_\_.

Your example:

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**Humiliating** – To lower \_\_\_\_\_.

Your example:

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**Oppressive** – Exercising \_\_\_\_\_.

Your example:

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**Demeaning** – To debase \_\_\_\_\_.

Your example:

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**Harmful** – Causing \_\_\_\_\_ or \_\_\_\_\_ [*CAP is defining this as physical or mental injury to a person or damage to property*].

Your example:

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Hazing can be defined if at least one of these terms is present!

QUESTION: Given these definitions, how would you paraphrase the definition of hazing?

### **Main Point 3: Examples/Non-Examples**

#### PHOTOGRAPH 1 – *Inspection*

Let's look at this photograph of an inspection at an encampment.

- Using our critical attributes, why is this an example/non-example of hazing?
- Did someone cause another to suffer or be exposed [to hazing]?
- Was there any activity that is [at least one these elements]: Cruel, abusive, humiliating, oppressive, demeaning or harmful?
- What would be a new example of this type of hazing?

#### PHOTOGRAPH 2 – *Reaming*

This photo is a little more difficult.

- Using our critical attributes, why is this an example/non-example of hazing?
- Did someone cause another to suffer or be exposed [to hazing]?
- Was there any activity that is [at least one these elements]: Cruel, abusive, humiliating, oppressive, demeaning or harmful?
- What would be a new example of this type of hazing?

#### PHOTOGRAPH 3 – *Push-ups*

We all know that push-ups as a form of “discipline,” “motivation,” or “punishment” is not allowed. So what about this photo?

- Using our critical attributes, why is this an example/non-example of hazing?
- Did someone cause another to suffer or be exposed [to hazing]?
- Was there any activity that is [at least one these elements]: Cruel, abusive, humiliating, oppressive, demeaning or harmful?
- What would be a new example of this type of hazing?

#### PHOTOGRAPH 4a – *Duct-Tape 1*

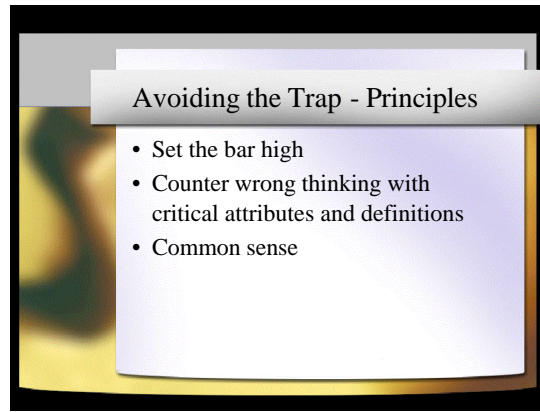
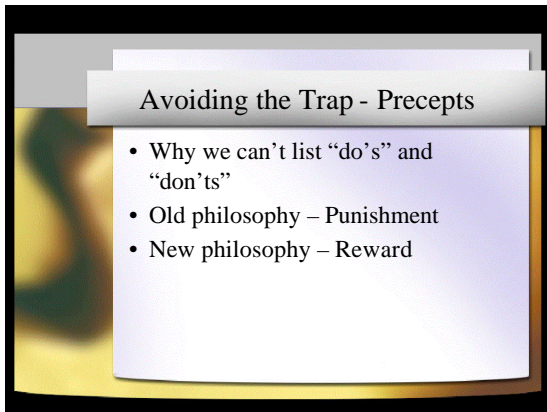
The next two photos were submitted to the CAP News as candidates for the outstanding photo contest.

- Using our critical attributes, why is this an example/non-example of hazing?
- Did someone cause another to suffer or be exposed [to hazing]?
- Was there any activity that is [at least one these elements]: Cruel, abusive, humiliating, oppressive, demeaning or harmful?
- What would be a new example of this type of hazing?

PHOTOGRAPH 4b – *Duct-Tape 2*

Here's the same event, but the picture was taken just a few moments later.

- Using our critical attributes, why is this an example/non-example of hazing?
- Did someone cause another to suffer or be exposed [to hazing]?
- Was there any activity that is [at least one these elements]: Cruel, abusive, humiliating, oppressive, demeaning or harmful?
- What would be a new example of this type of hazing?



**Main Point 4: Avoiding the Hazing Trap**

**a.** Explain in your own words why CAP cannot provide a list of “do’s” and “don’ts:”

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**b.** Describe in your own words the “punishment” philosophy:

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**c.** Describe in your own words the “reward” philosophy:

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d. How do you plan to “set the bar high?”

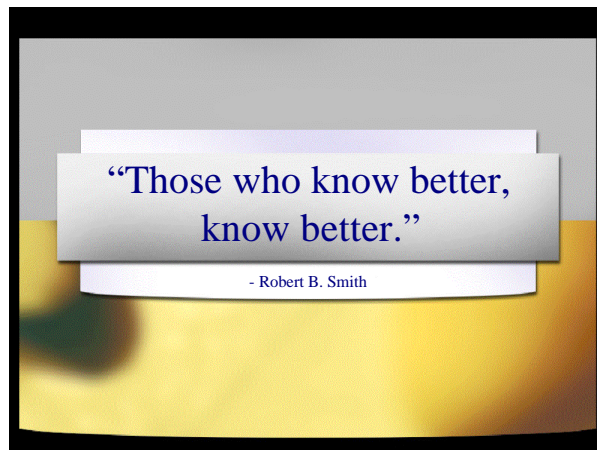
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**Summary:**

1. Review the definition of hazing
2. Review the critical attributes
3. Review the examples/non-examples
4. Review how to avoid the hazing trap

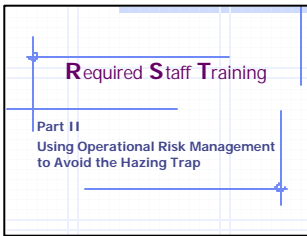


# PART 2

## Using Operational Risk Management to Avoid the Hazing Trap

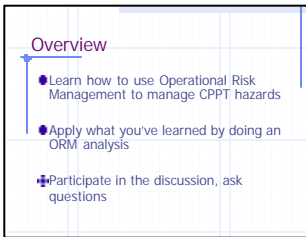
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### What is the best way to deal with a hazing problem?



Suppose you find a cadet acting out an infamous scene from one of Hollywood's portrayals of military training. Do you reprimand him or her orally? Do you document the incident in writing? Do you expel him or her from the activity? Of course, that depends on the situation, but one thing is clear: the best way to deal with a hazing problem is to prevent it from happening in the first place.

### It's in your own interest to pay attention



You already know what hazing is, and what it is not. Now you will learn how to avoid the hazing trap in the first place. Do you want to answer an angry IG, wing commander, mother, or attorney? Of course not. This part of the Required Staff Training will equip you with practical skills to avoid the hazing trap.

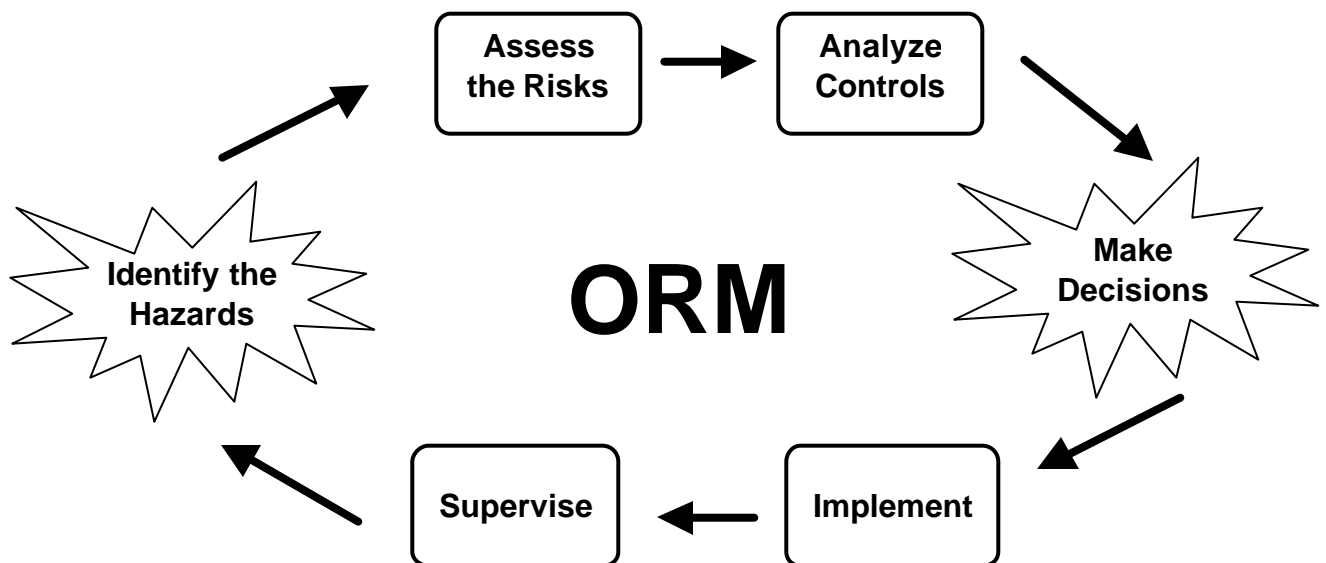
## What is Operational Risk Management?



ORM is a tool that activity leaders can use to perform their mission better while also minimizing risk.

The risk is not limited to traditional safety issues. Maybe you have used ORM as a member of an aircrew or ground team on a potentially dangerous search mission. RST uses ORM to minimize the risk of cadet abuse, especially hazing, harassment, and humiliation.

Risk is inherent in all operations, but it can be controlled.



## The compliance culture vs. the performance culture

Two Cultures: Compliance vs. Performance	
<ul style="list-style-type: none"> <li>My job is to comply with a standard.</li> <li>I am told the standard.</li> <li>If I'm not told, I don't act.</li> <li>The standard is my goal. Once met, I'm done.</li> </ul>	<ul style="list-style-type: none"> <li>My job is to optimize risk - to perform.</li> <li>I am also told the standard.</li> <li>The standard is just my starting point.</li> <li>My goal is continuous improvement. Standards mean little.</li> </ul>

Understandably, people want to know what their obligations are. Give me the rules, tell me what the standards are and I will work hard to meet them. This describes the *compliance culture*.

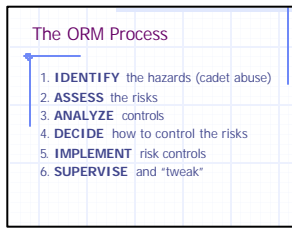
But there is another way to safely fulfill your mission. Dedicated volunteers are not stymied by the “good enough” mentality. Your first concern is the cadets you help; so for their sake always try to improve their activity in every way. Use standards only as a starting line. This describes the *performance culture*.

In Part 1 of RST, you learned the definition of hazing through critical attributes and examples and non-examples. You also learned a little about how to avoid the hazing trap.

In Part 2, you will learn how to identify hazing-related risks common to your specific cadet activity and overcome them by adopting a performance culture and using ORM.

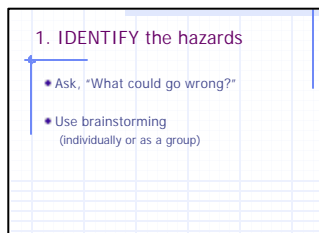
Compliance Culture	Performance Culture
➤ My job is to comply with the standard.	➤ My job is to optimize risk – to perform.
➤ I am told what the standard is. If I am not told, I usually don't act.	➤ I'm given a standard, but it's just a baseline. I use ORM to exceed it.
➤ When I am given a standard, the standard is my objective.	➤ Standards are only a starting point.
➤ When I meet a standard, that's it.	➤ Meeting a standard means little. I continuously improve.

## **ORM is a six-step process for managing risk – any risk, including hazing**



The next section outlines the six steps in the ORM process, taking one at a time. Pilots, ground team leaders, and other emergency services crewmembers use ORM to avoid physical injury. Those same methods can manage hazing and other hazing-related risks as well.

# 1. List all potential hazing hazards for your activity



Question:

*Why do we start by identifying hazards?  
Why not just have everyone read CAPR 52-10?*

Risk management starts with brainstorming. Well in advance of the activity, the staff should meet (in person, or electronically) and list every possible hazing hazard imaginable for their activity. Focus your efforts on hazing, harassment, and humiliation. Remember, when you brainstorm you never ignore someone's idea – list them all.

You may want to do your brainstorming one bite at a time. Break down your activity into bits and pieces like cadets' arrival, barracks inspections, cadet free time, *etc.*

## Example: Brainstorming to Identify Hazards

Activity: Cadet Encampment

Scenario: Cadet Corps' Arrival and In-Processing

Potential Hazards: (Abuse related)

- |                            |   |
|----------------------------|---|
| 1. Harassment:             | over-zealous instructions to cadets, unnecessary and sustained shouting<br>in-your-face tactics intended to instill a first impression<br>excited cadet staff member unintentionally makes a profane remark<br>cadet staff member makes ominous threat like "You're mine this week!!" |
| 2. Mistreating Property    | tossing cadets' luggage<br>dumping contents on the ground   |
| 3. Punishment / Leadership | punishing cadet for not knowing new policies, <i>etc.</i> , upon arrival<br>using exercise as punishment for not reporting correctly, <i>etc.</i><br>making the punishment a public spectacle   |

## 2. Assess the risks

2. ASSESS the risks

- Ask, "How likely is it that this risk will happen at our activity?"
- Ask, "If it did happen, how severe would that be to the cadet and CAP?"

Question:

*How do you decide  
how severe a risk  
is?*

Go through every item on your "Brainstorming List" of potential hazing hazards and ask yourself two questions:

First, how likely would it be for this hazing hazard to happen at your activity?

- Do you already know most of the cadets and seniors who will participate? If so, use your knowledge of their attitudes and temperaments to answer.
- What type of training environment does your mission require? For example, an encampment differs from a leadership seminar. Will your environment make it more likely or less likely for certain hazing hazards to occur?
- Give your answer using one of the following *probabilities*
  - A     Frequent
  - B     Likely
  - C     Occasional
  - D     Seldom
  - E     Unlikely

Second, if the hazing hazard did actually happen, how severe would it be?

- We're talking about abuse, so put yourself in the victim's shoes. For example, sexual assault would be catastrophic, and if a cadet called his or her roommate a jerk, the abuse would be negligible.
- Is this a negligible offense that can be cured with an apology, or is the abuse so catastrophic that *60 Minutes* will come to do a story?
- Give your answer using one of the following *severities*:
  - 1     Catastrophic
  - 2     Critical
  - 3     Moderate
  - 4     Negligible

## Example: Assessing the Risks

Activity: Cadet Encampment

Scenario: Cadet Corps' Arrival and In-Processing

<u>Potential Hazards:</u> (Abuse related)	<u>Probability</u>	<u>Severity</u>	<u>Code</u>
1. Harassment:			
A. Over-zealous instructions to cadets	Likely	Moderate	B3
B. In-your-face tactics intended to instill a first impression	Likely	Moderate	B3
C. Excited staff member unintentionally swears	Seldom	Negligible	D4
D. Staff member threatens cadet, "You're mine this week!"	Unlikely	Critical	E2
2. Mistreating Property			
A. Tossing cadets' luggage; dumping contents on ground	Unlikely	Negligible	E4
3. Punishment / Leadership			
A. Punishing cadet for not knowing new policies, <i>etc.</i> , upon arrival	Seldom	Negligible	D4
B. Using exercise as punishment for not reporting correctly, <i>etc.</i> ; making the punishment a public spectacle	Occasional	Critical	C2

## Rack and stack the risks

**2. ASSESS the risks:**  
**"Rack & Stack"**

- Use the matrix to see if the risk is "very high" or "low" or in between.
- Now list your risks according to their risk level, highest to lowest.

**Question:**  
*How is it that severe hazards can end up as medium risks? Isn't the matrix misdirecting us?*

You have listed all the potential hazards and defined the probability and severity of each risk. Next, you will "rack and stack" the risks.

First, use the Risk Assessment Matrix to define the risk level for every item on your list. This will let you know how much attention you need to devote to a risk. For example, the matrix tells us that a risk that is catastrophic but unlikely is a "medium" risk. But, a risk that is moderate and frequently occurs is a "high" risk requiring more attention.

Second, arrange the risks on your list according to their risk level. Put your "extremely high" risks at the top, and your "low" risks at the bottom.

If you have a handful of items on your list that are basically all the same risk expressed in different words, this is a good time to group those together and consider them as a single risk. When you "rack and stack," you are creating a manageable inventory of your risks.

## Risk Assessment Matrix

		PROBABILITY				
		FREQUENT	LIKELY	OCCASIONAL	SELDOM	UNLIKELY
SEVERITY		A	B	C	D	E
CATASTROPHIC	1	VERY HIGH			MED	
CRITICAL	2		HIGH	MED		
MODERATE	3	HIGH	MEDIUM			
NEGLIGIBLE	4	MED	LOW			
		RISK LEVELS				

## **Example: Racking and Stacking the Risks**

Activity: Cadet Encampment

Scenario: Cadet Corps' Arrival and In-Processing

### RISK INVENTORY

#### **Very High**

None

#### **High**

Using exercise as punishment and making punishment a public spectacle (C2)

#### **Medium**

Over-zealous instructions to cadets; unnecessary and sustained shouting (B3)

In-your-face tactics intended to instill a first impression (B3)

#### **Low**

Unintentionally swearing (D4)

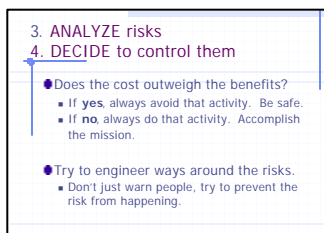
Punishing cadet for not knowing new policies, *etc.*, upon arrival (D4)

Staff member threatens, "You're mine this week" (E2)

Tossing cadets' luggage; dumping contents on the ground (E4)

## 3. Analyze your risks

## 4. Decide how to control them



**Question:**  
*If risks are involved,  
why are we doing the  
activity in the first  
place? Isn't safety  
our top priority?*

Now you have a Risk Inventory that prioritizes everything that could possibly go wrong at your activity. If the costs of the risk outweigh the benefits, decide to remove that facet of the activity from your program.

Well in advance of the activity, the staff should work together to decide how to control the risks. Commanders should involve lower-level staffers in this process because they are the ones who will encounter most of the risks.

Often, the temptation is to warn people about a risk, and believe that will solve the problem. But that's not the best solution. For example, if one of your risks were that flight sergeants might use exercise as punishment, warning them not to do that would not be as effective as guarding against the risk by providing better supervision of the training.

In deciding how to control your risks, use one of these options, which are listed in order of priority or preference:

- 1 Engineer
- 2 Guard
- 3 Improve task design
- 4 Limit exposure
- 5 Selection of personnel
- 6 Train and educate
- 7 Warn
- 8 Motivate
- 9 Reduce effects
- 10 Rehabilitate

## Example: Analyzing Risks and Deciding How to Control Them

Activity: Cadet Encampment

Scenario: Cadet Corps' Arrival and In-Processing

### RISK INVENTORY AND RISK CONTROLS

#### High

Using exercise as punishment and making punishment a public spectacle (C2)

- **ENGINEER:** Establish “office hours” (formal counseling) as a standard method to handle misbehavior, instead of leaving it entirely to a staff member’s discretion.
- **SELECT PERSONNEL:** Have only top-ranking cadets and seniors resolve misconduct problems.
- **TRAIN AND EDUCATE:** Teach junior-ranking cadet staffers how to recognize the difference between deliberate misconduct and a misunderstanding of the directions due to poor instructional techniques.
- **REDUCE EFFECTS:** Adopt a “praise in public, punish in private” policy to reduce the effect of any necessary counseling.

#### Medium

Over-zealous instructions to cadets; unnecessary and sustained shouting (B3)

In-your-face tactics intended to instill a first impression (B3)

- **GUARD:** Ensure that tactical officers and experienced cadet officers supervise cadet training and leadership methods.
- **TRAIN AND EDUCATE:** Provide new cadet staff members with training on proper leadership methods in advance of the activity.

#### Low

Unintentionally swearing (D4)

- **ENGINEER:** Have cadet staff work out in advance a general outline and tone for their welcoming remarks. A deliberate welcoming plan will help avoid slips of the tongue.
- **WARN:** Advise all members that profanity is not acceptable.

Punishing cadet for not knowing new policies, *etc.*, upon arrival (D4)

- **GUARD:** Ensure that tactical officers and experienced cadet officers supervise training, as above.
- **IMPROVE TASK DESIGN:** If it is necessary to the mission that cadets arrive knowing certain information or possessing certain skills, ensure they are informed of this in advance.

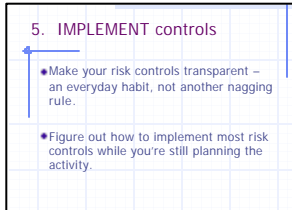
Staff member threatens, “You’re mine this week” (E2)

- **GUARD:** Ensure that tactical officers and experienced cadet officers supervise training, as above.
- **TRAIN AND EDUCATE:** Provide training on proper leadership methods, as above.

Tossing cadets’ luggage; dumping contents on the ground (E4)

- **ENGINEER:** Establish a procedure, assembly-line fashion, for cadets to work their way through the in-processing system.
- **ENGINEER:** Establish a procedure for tactical officers and the cadet to inspect luggage for contraband.

## 5. Implement your risk controls



**Question:**

*Why is it important to integrate the risk controls with the activity as a whole?*

The goal here is to implement your risk controls in such a way that they are transparent. Make them part of your routine. Ordinary cadets should come to see your risk controls not as something that is added to the activity, but simply as the way you do business at the activity.

To accomplish this, activity commanders and staff must have decided on the risk controls during the planning phase of the activity, and design ways to integrate them into the activity's overall program.

### Example: Implementing Risk Controls

Most controls are “ENGINEERING” or “TRAIN AND EDUCATE”

- Address these in the planning stage
- Have key players work out engineering details in an advance session
- Have training issues incorporated into a staff training weekend in advance of the encampment

For the “GUARD” controls

- Most seem to be operational issues. Obviously, people need to know in advance that they have responsibilities to “guard” for certain risks. Develop and distribute a checklist for these controls.
- Key people fulfill the “guard” functions as the operation unfolds. Senior leaders will supervise these functions throughout the activity.

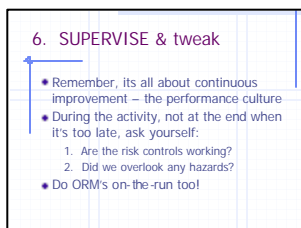
For the “WARN” and “MOTIVATE” controls

- Warn and motivate the staff in advance.
- Also, warn and motivate just prior to the event, at the last moment.

Time Critical ORM (See step 6)

- Motivate flight commanders and tactical officers to do time critical ORMs.
- If a number of risks have been identified for a certain segment of the activity, do a time critical ORM before beginning that part of the activity. Always do time critical ORM if a “high” or “very high” risk has been identified.

## 6. Supervise and review



### Question:

*Who should be involved in deciding if the risk controls are working?*

You have identified your hazards and managed the risk of cadet abuse, in all its forms. But remember, in a performance culture your job is continuous improvement. Your next step is to supervise and review your risk controls.

Are your risk controls effective? Have you overlooked an important hazard? Are the benefits worth the cost? You should make a habit of asking these questions daily. And, for the lengthy activities (such as a week-long encampment), make a point of gathering the key staff together early in the week to discuss the effectiveness of the high priority risk controls.

### Time Critical ORM

We have mostly been talking about *deliberative* ORM, which usually involves managing risk during the planning stages of the activity.

Activity staff also should be doing time critical ORM. It is simple. Since you know the basics of identifying hazards and controlling them, once in a while pause and do a quick ORM in your head or orally with a partner. You will ensure that you are sidestepping risks and fulfilling your mission.

### When your activity concludes

When your activity concludes, consider your ORM successes and shortfalls as part of your general debriefing or after-action report. Find ways to manage your risk better for next time. And lastly, share with other CAP leaders the lessons you learn. Remember, it's all about continuous improvement.

# Learning Exercise

## You can use ORM to manage the hazing risk at your activity

This next section of the Required Staff Training is centered on a learning exercise. You'll not only be demonstrating that you understand the six step ORM process, you'll be accomplishing real work that can be used to improve your activity.

Learning Exercise

- Problem #1
  - 1. Pick two categories.
  - 2. Follow the 6 step ORM process.
  - 3. Report your risks and risk controls.
- Problem #2
  - Simply list two other categories you think should have an ORM done for your activity.

Now that you know what ORM is, and how it works, it is time to apply your knowledge.

Time is limited, so focus your efforts on following the ORM process. You are not expected to produce a world-class risk assessment. You have 15 minutes to complete problems 1 and 2. Your instructor will provide you with a worksheet that you should use to complete this exercise.

### Problem 1

Listed below are five facets common to most overnight cadet activities, such as an encampment. Pick any two from the list. Follow the six-step ORM process. When you are finished, share your findings with the rest of the group.

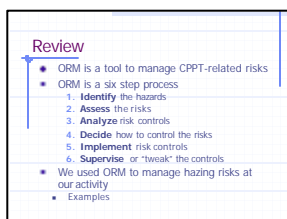
- A. Physical Fitness Training
- B. Showers and Personal Privacy Issues
- C. Staff Responses to Cadet Misconduct;  
Performance Counseling
- D. Sleep and Morning Wake-Up
- E. Barracks and Uniform Inspections

### Problem 2

List two other categories or facets of your activity that are not listed above but should be included in your activity's ORM analysis.

## SUMMARY

### ORM can manage risks of any sort, including hazing



Operational Risk Management is not just a tool for pilots. Cadet Programs leaders can use it, too. There are six steps in the ORM process:

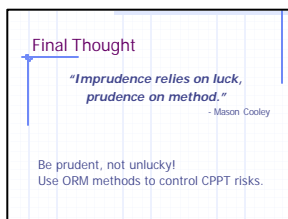
1. Identify the hazards
2. Assess the risks
3. Analyze the risk controls
4. Decide how to control the risks
5. Implement risk controls
6. Supervise the results

By completing an ORM analysis of your own activity, you showed you understand the principle that ORM can help reduce the risk of abuse at your cadet activity.

### Protect your cadets, protect yourself

None of us wants to receive a phone call from an angry IG, wing commander, mother, or attorney. Worse still, none of us wants to see youth being abused. Use ORM as a tool to avoid the hazing trap.

### Final thought



***"Imprudence relies on luck, prudence on method."***

-- Mason Cooley

In other words, be a responsible leader of cadets; use operational risk management methods to manage your hazing risks.